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Montana Adult Basic Education

State Plan 1990-1993

DRAFT

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Helena, Montana 59620

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INTRODUCTION

Montana is the fourth largest state averaging 550 miles long and 275 miles wide. The eastern two-thirds of the state is plains and isolated mountain ranges. The western third is mountains and mountain valleys. The Continental Divide bisects the western third. The climate varies with topography and altitude. The highest point is Granite Peak 12,799 feet; the lowest is 1,820 feet on the Kootenai River at the Idaho line. The average annual rainfall is 15 inches. Average daytime temperatures vary from 28 degrees in January to 84.5 degrees in July.

1.4 FORMULATION OF STATE PLAN

On December 9, 1988, outgoing Montana Governor Ted Schwinden signed Executive Order No. 16-88 to create the Adult Literacy Coordinating Advisory Council, also known as the Joint Public Instruction/Governor's Office Task Force on Adult Literacy. Council members represent a broad spectrum of interested and knowledgeable persons concerned about literacy. The council membership does not conform to Section 332 requirements; however, they will address many of the same duties. It is hopeful they will continue after the Executive Order expires September 30, 1989.

The following members were appointed to the council. Senator Chet Blaylock, Montana Senate; Bill Lannan, Office of the Commissioner of Higher Education; Claudette Morton, Board of Public Education; Marvin Kildahl, Projects VAL and REACH; Representative Richard Nelson, Montana House of Representatives; Bob Hand, Adult Basic Education; Richard Miller, Montana State Library; Laurie Lamson, Department of Labor and Industry; Ann Bartel, Chapter 1 Reading Program; Dee Kober, IBM; Carl Visser, Human Resource Development Council; Rita Martens, Community Education; Robert Lind, Cooperative Extension Service; and Jan Drayer, Gallatin Valley Literacy Council. Persons have not been named to represent the Montana Native Americans and the Montana Low-Income Coalition.

The council will review and comment on this plan. In addition, comments have been requested of the sole state agency for vocational education, namely, the Deputy Commissioner of Vocational-Technical Education and the Job Training Coordinating Council. It is presumed that the Deputy Commissioner of Vocational-Technical Education will also represent postsecondary education.

2.0 PUBLIC AND PRIVATE SECTOR INVOLVEMENT

Public and private sector of Montana are represented on the Adult Literacy Coordinating Advisory Council and their comments will be reported. The council is independently researching the Montana literacy needs.

3.0 STATE ADVISORY

Montana does not officially have a state advisory council on adult education. There is the Adult Literacy Coordinating Advisory Council which was created by Executive Order No. 16-88. The council will address many of the same duties as required in Section 332 of P.L. 100-297.

4.0 NEEDS ASSESSMENT

The 1980 census reported a total Montana population of 786,690. Recent economic and drought conditions appear to have caused a population decrease. The Montana

Department of Commerce, Census and Economic Information Center, reported the 1986 Montana population as 819,000 and the 1987 population as 809,000.

Using the 1980 Census information, Montana had a potential of 130,803 adult basic education participants. The census information is shown below:

MONTANA 1980 CENSUS	NUMBER
Persons, 16-19, not enrolled in school, not high school graduate	6,556
Persons, 20 years and over, not high school graduate	124,246
	130,802

The census data indicates that of the 130,802 persons there were 41,533 persons 60 years or older that had an eighth grade or less formal education.

The United States Department of Education, Office of Deputy Under Secretary for Planning, Budget and Evaluation, determined adult illiteracy rates of states by comparison of the 1982 English Language Proficiency Survey with the 1980 Census. The survey included a 26-item written test. The literacy test cutoff of 20 was selected as providing the best discrimination to determine the illiterate. The survey indicated that Montana had an 8 percent illiteracy rate. In 1980, Montana had 524,836 adults over age 20. This population number times the illiteracy rate would mean that Montana had 41,987 persons who were classified as illiterate based on a sample of direct testing. This same study used statistical methods for predicting factors in literacy. In Montana, 83 percent of the predictability was based on the number of years of schooling.

Since formal education is a predictor of potential adult basic education participants, this parameter was reviewed. Areas showing a below average formal educational level were Indian reservations and the Montana State Prison. For Native Americans living on the seven reservations, the percent of high school graduates among persons 25 years old and over ranges from 33.3 percent (Rocky Boy) to 58.1 percent (Flathead).

POPULATION CHARACTERISTICS

Adult Immigrants

Montana has few immigrants as identified in the 1980 Montana Census. The organization, Rural Education Opportunities, reported that 75 persons in Montana identified themselves during the amnesty program.

The Incarcerated

According to the Montana Department of Institutions, there were 1,060 male inmates at the Montana State Prison on March 20, 1989. Of this number, 576 inmates tested below the 10.0 grade level on the Stanford Achievement Test. In February 1989, Montana State Prison had 185 inmates in regular adult basic education, 36 in cell study, and 53 in college study. There were 43 female prisoners at the Women's Correctional Facility in Warm Springs.

Adults with Handicaps

In January 1989, the Montana Department of Social and Rehabilitation Services (SRS) reported 58 blind Medicaid recipients and 6,059 disabled Medicaid recipients. In September 1988, SRS indicated the type and severity of 5,253 persons receiving services. There were 482 classified as visually impaired, 191 hearing impaired, 2,971 orthopedic impaired, 49 with amputation, 1,032 with mental disorders and 527 with other impairments. Of this total, 2,829 were classified as not having a severe impairment.

In the fall of 1987, the Office of Public Instruction identified and classified 14,746 special education students which represented 9.6 percent of the total public school enrollment. This percentage times 41,987 possible adult illiterates would mean a potential of 4,031 handicapped illiterates. In 1988, the 24 adult basic centers served 843 handicapped adults which represented 14.6 percent of the total ABE students.

The Chronically Unemployed

The Research and Analysis Bureau of the Montana Department of Labor and Industry reported the preliminary Montana seasonally adjusted unemployment rate for January 1989 as 6.2 percent while the United States seasonally adjusted rate was 5.4 percent. The unemployment rate varies greatly among the counties. The January 1989 unemployment rate was 15.0 percent in Sanders County while the Garfield County rate was 1.3 percent. The January 1989 number of initial unemployment claims was 5,353. The average weekly benefit paid that month was $135.59.

Homeless Adults

In October 1988, the Office of Public Instruction Homeless Children Specialist Terry Teichrow mailed 1,250 survey forms. Those receiving the forms were 760 schools, and 490 service providers who may serve homeless children. There were 447 respondents that identified 1,633 homeless children in 36 of the 56 counties. The children were identified by initials and date of birth. The correlation coefficient between the homeless children in each of the 36 counties compared to the county population was .85. Statistically, the relationship was projected for the state; consequently, the number of homeless children was estimated to be 2,624. It is assumed that if you have homeless children, you must have homeless adult parents.

The same survey instrument sought the initials and date of birth and other information for homeless adults. There was incomplete information on some survey items so some of the counts do not equal 226 identified adults. The ethnic distribution was 158 White, 1 Black, 5 Hispanic, 0 Asian and 62 Native Americans. The sex of those identified was 100 male and 124 female. Since birth date information was collected, the mean age of the males was 25.1 years and females 24.9 years. The mean age of parents of homeless children was 29.4 years. The mean age of those not having a diploma or GED certificate was 20.1 years.

The survey instrument used different classifications of homeless which differ from the definition of homeless adult in Part B Adult Education of the Stewart B. McKinney Homeless Assistance Act. The survey identified 8 persons living on the streets; 13 as semihomeless (cars, caves); 67 persons in public and private shelters; 95 persons staying with relatives or friends and 30 persons who had other living arrangements. Three persons were identified as Vietnam era veterans. A total of 131 adults was identified as not having a high school diploma or a GED certificate.

Adult Migrant Farmworkers

Indicative of the number of adult migrants is information obtained from the Chapter 1 program that serves the summer migrants in Montana. During the summer of 1987, the Office of Public Instruction served 815 migrants. The Montana migrants primarily came from three Texas school districts. They work in two geographical areas with two main crops; the sugar beets in the Yellowstone River Valley and the cherries in the Flathead Valley.

The Disadvantaged

Table 1 information was obtained from the Research and Analysis Bureau of the Montana Department of Labor and Industry. The projected estimates are based on the estimated 1987 county populations. The economically disadvantaged portray the age group 16 to 64. In addition, the table depicts the number of households and number of persons receiving public assistance.

16-64?

PAI?

TABLE 1
JOB TRAINING PARTNERSHIP ACT (JTPA)
TARGET GROUPS & PUBLIC ASSISTANCE

COUNTY	TOT POP EST 1987	TOTAL POP 1987 16-24	ECON DIS 1987 16-24	% ECON DISADV 16-24	# HSHLDS /PUB ASST INCOME	PRSNS PER HSHLD	# PRSNS WITH PPI	% PPI ON ECON DISADV 0+
Beaverhead	8,500	5,186	2,670	51.48%	159	2.61	415	9.48%
Big Horn	11,200	6,208	3,098	49.90%	389	3.38	1,315	23.52%
Blaine	6,600	3,680	1,980	53.80%	186	3.00	558	15.71%
Broadwater	3,700	2,340	1,268	54.19%	46	2.84	131	6.52%
Carbon	8,300	4,763	2,850	59.84%	146	2.49	364	7.32%
Carter	1,900	1,062	559	52.64%	9	2.77	25	2.49%
Cascade	78,100	49,428	20,267	41.00%	1,862	2.66	4,953	15.47%
Chouteau	5,500	3,112	1,701	54.66%	52	2.70	140	4.67%
Custer	12,700	7,821	3,702	47.33%	280	2.59	725	12.06%
Daniels	2,900	1,763	922	52.30%	32	2.72	87	5.74%
Dawson	9,900	5,972	2,586	43.30%	125	2.78	348	8.11%
Deer Lodge	10,400	6,350	2,478	39.02%	271	2.62	710	17.49%
Fallon	3,400	1,966	875	44.51%	37	2.71	100	6.63%
Fergus	12,400	7,213	3,874	53.71%	251	2.59	650	9.76%
Flathead	58,200	37,206	15,855	42.61%	888	2.72	2,415	9.74%
Gallatin	48,800	35,424	14,993	42.32%	450	2.61	1,175	5.69%
Garfield	1,500	663	436	65.76%	18	2.79	50	5.09%
Glacier	11,100	6,132	3,256	53.10%	247	3.05	753	12.78%
Golden Valley	400	165	162	98.18%	15	2.93	44	11.45%
Granite	2,900	1,866	978	52.41%	42	2.63	110	7.27%
Hill	17,900	10,870	4,379	40.29%	224	2.76	618	8.57%
Jefferson	8,300	5,461	2,072	37.94%	89	2.84	253	8.03%
Judith Basin	3,100	1,948	1,197	61.45%	41	2.71	111	5.83%
Lake	21,000	12,251	7,482	61.07%	543	2.80	1,520	11.85%
Lewis & Clark	46,900	30,240	11,200	37.04%	773	2.60	2,010	11.57%
Liberty	2,900	1,959	971	49.57%	14	2.70	38	2.63%
Lincoln	19,000	12,151	4,986	41.03%	320	2.89	925	11.86%
Madison	5,500	3,318	1,871	56.39%	59	2.56	151	4.87%
McCone	2,900	1,856	1,111	59.86%	40	2.93	117	6.75%
Meagher	2,700	1,646	937	56.93%	44	2.73	120	7.82%
Mineral	3,600	2,258	907	40.17%	50	2.75	138	9.51%
Missoula	78,600	53,897	21,670	40.21%	1,197	2.60	3,112	9.85%
Musselshell	4,700	2,712	1,599	58.96%	78	2.61	204	7.35%
Park	12,200	7,409	3,705	50.01%	212	2.51	532	8.72%
Petroleum	100	0	0	0.00%	5	2.70	14	0.00%
Phillips	5,200	3,015	1,901	63.05%	82	2.71	222	6.78%
Pondera	6,600	3,880	1,582	40.77%	119	2.80	333	12.38%
Powder River	2,800	1,754	867	49.43%	15	2.77	42	3.00%
Powell	6,700	4,493	1,734	38.59%	159	2.69	428	16.54%
Prairie	1,500	755	680	90.07%	17	2.73	46	3.44%
Ravalli	25,000	15,874	8,723	54.95%	388	2.76	1,071	7.80%
Richland	12,200	6,955	2,676	38.48%	148	2.86	423	9.02%
Roosevelt	11,000	6,120	2,888	47.19%	335	3.01	1,008	19.43%
Rosebud	12,200	7,383	3,049	41.30%	186	3.03	564	11.19%
Sanders	8,700	5,131	3,021	58.88%	168	2.73	459	8.95%
Sheridan	5,200	2,935	1,441	49.10%	76	2.60	198	7.74%
Silver Bow	33,400	20,233	9,177	45.36%	936	2.56	2,396	15.82%
Stillwater	6,100	3,776	1,973	52.25%	112	2.70	302	9.49%
Sweet Grass	3,200	1,964	1,282	65.27%	43	2.52	108	5.19%
Teton	6,100	3,506	1,877	53.54%	73	2.75	201	6.15%
Toole	5,000	2,815	1,478	52.50%	64	2.59	166	6.31%
Treasure	200	0	0	0.00%	10	2.73	27	0.00%
Valley	8,600	4,951	2,456	49.61%	175	2.71	474	11.12%
Wheatland	2,600	1,563	878	56.17%	42	2.65	111	7.62%
Wibaux	800	274	161	58.76%	15	2.76	41	8.81%
Yellowstone	118,200	76,481	28,097	36.74%	1,899	2.67	5,070	11.68%
STATEWIDE	809,100	510,154	224,538	44.01%	14,256		38,622	10.85%

*Source: Montana Research & Analysis of the Department of Labor & Industry

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Minorities

The 1980 Census reported the Montana total population as 786,690. The racial distribution was 740,148 (94.1 percent) White, 37,153 (4.7 percent) American Indian and 9,389 (1.2 percent) all other ethnic groups. The following is the 1980 Census reported reservation formal education levels.

MONTANA AMERICAN INDIAN PERSONS
ON RESERVATIONS
1980 CENSUS

	AMERICAN INDIAN			
MONTANA RESERVATIONS	INDIAN PERSONS NUMBER	PERSONS 5 YEARS AND OVER-- PERCENT WHO SPEAK LANGUAGE OTHER THAN ENGLISH AT HOME	CIVILIAN PERSONS 16 TO 19 YEARS OLD-- PERCENT NOT ENROLLED IN SCHOOL, NOT HIGH SCHOOL GRADUATES	PERSONS 25 YEARS OLD AND OVER-- PERCENT HIGH SCHOOL GRADUATES
Blackfeet	5,084	13.6	26.9	57.2
Crow	4,083	77.0	17.5	53.2
Flathead	3,504	17.8	12.1	58.1
Fort Belknap	1,711	4.8	37.7	53.2
Fort Peck	4,422	17.8	49.8	56.6
Northern Cheyenne	3,010	44.3	20.0	54.6
Rocky Boy	1,445	53.4	26.1	33.3
TOTAL:	23,259			

In a separate report on the Northern Cheyenne Reservation, between 37.9% and 42.3% high school-aged tribal members were not in school as of October 1986. (Source: Enrollment Report, April 1987, by Silvertip Consulting Associates)

The Montana assessment of adult basic education needs consisted of two parts. Seventeen of 24 adult basic education centers were visited between October 11, 1988 and December 20, 1988. The centers were located in the communities of Billings, Bozeman (including Montana State University), Browning, Butte, Chester, Corvallis, Dillon, Glendive, Great Falls, Forsyth, Hamilton, Havre, Helena and Kalispell. The center staff helped with the interpretation of the Montana Summary presented in Table 2 which came from the federal Annual Peformance Report for the Adult Education State - Administered Program - Part I Statistical. Items 13 through 24 were based upon the individual's entry into the adult basic education program. Items 25 through 31 are achievement of the participant after completing their program.

TABLE 2
MONTANA ADULT BASIC EDUCATION SUMMARY 1985-1988

	1985	1986	1987	1988	PERCENT CHANGE 1985-88
1. Number of Centers	20	20	23	23	15.0
2. Enrollment-Federal Funds	3,520	3,817	3,794	4,164	18.3
3. Federal Expenditure	372,238.29	341,951.87	379,207.90	422,255.26	13.4
4. Enrollment-State Funds	1,781	1,709	1,723	1,629	-8.5
5. State Expenditure	141,625.38	143,791.48	143,791.48	143,423.99	1.3
6. Matching Funds	166,783.81	207,507.58	218,672.34	275,823.33	65.4
7. Served White (ethnic)	4,094	4,354	4,427	4,522	11.5
8. Served American Indian	841	787	680	855	1.7
9. Served All Other Ethnic	406	385	410	416	2.5
10. Total Participants Served	5,301	5,526	5,517	5,793	9.3
11. Male Participants	2,441	2,651	2,766	2,707	10.9
12. Female Participants	2,860	2,875	2,751	3,086	7.9
13. Level I (grades 0-8)*	3,122	3,029	2,813	2,887	-7.5
14. Level II (grades 9-12)*	2,179	2,497	2,704	2,906	33.4
15. Participant Ages 16-24	2,657	2,584	2,290	2,428	-8.6
16. Participant Ages 25-44	2,203	2,428	2,620	2,766	25.6
17. Participant Ages 45-59	385	463	518	548	42.3
18. Participant Age 60 & Over	56	51	89	51	-8.9
19. Unemployed	3,386	3,073	3,750	2,990	-11.7
20. Receiving Public Assistance	1,067	1,307	1,432	1,588	48.8
21. Handicapped	711	663	787	843	18.6
22. Limited English Proficient	346	281	293	345	-.3
23. Immigrants	92	159	121	79	-14.1
24. Institutionalized	484	621	553	502	3.7
25. Obtained High School Diploma	161	96	77	18	-88.8
26. Passed GED **	874	864	1,037	807	-7.7
27. Entered Another Educ Prog	1,075	960	1,329	1,135	5.6
28. Received U.S. Citizenship	33	18	9	***	
29. Obtained a Job	777	833	793	352	-54.7
30. Obtained a Better Job	182	195	195	229	25.8
31. Removed from Public Assistance	180	190	174	177	-1.7
32. Use of Volunteer Tutors	25	61	141	155	520

* Functional Grade Level When Entering
** General Educational Development
*** Not Reported

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Number of Centers

The number of adult basic education centers and satellite programs has remained about the same since 1985. One of the major limitations to the establishment of new centers was Initiative 105. This froze the millage for school districts at the 1986 level; consequently, no local funds for matching federal funds. The state contribution for adult basic education has remained at $147,502 since 1986 which has also caused difficulties. These fiscal limitations, in combination with drought, poor economic conditions and loss of population, were deterrents to the establishment of new centers. With a lack of new centers, an outreach method was demonstrated in 1988 using federal Section 310 Experimental Demonstration Projects and Teacher Training funds. The Kentucky GED (General Educational Development) tapes were used on KULR-TV, a commercial television station, supported by the Billings ABE Center. In 1989, this type of approach was tried in Flathead and Lincoln counties; however, cable television supported by the Flathead Valley Community College ABE Center was used to serve northwestern Montana.

Fiscal Support

The federal contribution for adult basic education has increased 13.4 percent in Montana based on actual expenditures. The state contribution has increased 1.3 percent based on actual expenditures. The local match for both state and federal funds is generated through the local mill levy. The 1985 matching requirement was 10 percent of the state and/or federal funds. In anticipation of increased matching requirements and the local needs for ABE service, the local programs increased their local match. As noted in Table 2, this increase has been significant.

Population Served

The population demographics served are(were)? as listed in items 7 to 18. In 1980, the ethnic classification of the Montana population was 94.1 percent white. The three-year average (1986-88) of white population served was 79.0 percent. The Native American average served for this same time period was 774 which was 13.8 percent. This is greater than the 1980 Census report of 4.7 percent Native Americans in Montana. The 1980 Census reports that other ethnic groups were 1.2 percent of the general population, while ABE programs served 7.2 percent. The ABE centers located near the Indian reservations reported that the eight Montana Native American colleges are now providing more remedial education at their institutions.

From Table 2, the increase in the number of older men is very noticeable. In conversations with the 17 ABE centers, 14 noted an increase in the number of men. Sixteen centers attributed this change to the poor economic conditions in Montana. The corollary to the older participants is the decrease in the number of persons age 16-24. The centers report that the younger potential participants cannot obtain employment in Montana; however, they can obtain employment out-of-state in the service industries. Those interviewed stated the trend in a variety of ways. Some said that the high school dropouts are coming to ABE programs when they are older. With the depressed economy, there is more job changing, many of which require higher educational levels. Other programs such as Project Challenge, Project Work Program and Women in Transition programs affect the ABE center enrollments.

Educational Level

From Table 2, the majority of the ABE participants initially start at Level II (grades 9-12). This trend is the opposite of 1985 when the majority initially entering ABE were functioning at Level I (grades 0-8).

Employment

The majority of the ABE participants indicated that they were unemployed. The high number unemployed in 1987 is attributed to the severity of the drought and poor economic situation. Center staff interviewed did not have strong reasons for the 1988 drop in the number of participants who were classified as unemployed. Some centers reported that people were moving out-of-state. The Montana Department of Commerce reports confirm this observation by stating that the Montana population decreased by 10,000 persons between 1986 and 1987.

confirm

Receiving Public Assistance

The ABE participants who were receiving public assistance have increased each year since 1985. Compared with 1985, the number of participants has increased 48.8 percent. Those centers interviewed indicated that many of these participants have problems that inhibit the teacher-learning activities--problems such as divorce, becoming the head of the household, physical and sexual abuse, substance abuse and others. Many of the teachers and counselors said they would like to have professional training on how to ameliorate the physical, social and emotional problems of the participants. They believe that this type of inservice training would increase the number of participants who complete their ABE goals.

Handicapped

The number of handicapped participants served has increased. Eleven of the 17 centers reported this increase. They indicated that the increase can be traced to a change in Montana Workers' Compensation law two years ago. One of the new goals is to initiate retraining as soon as possible after injury. One center reported that they had four men who were injured on the "green chain" of the local sawmills. Another center attributed the increase to positive public acceptance of persons in special education (i.e., Special Olympics). They believe this acceptance has been transferred to adults with handicaps. Several centers indicated that they would like professional training on identification and effective instructional procedures for adults with "learning disabilities."

This isn't special ed. Something unclear about this section.

Immigrants and Limited English Proficient

The number of immigrants and Limited English Proficient served varies by community in Montana. In Montana, there is Malmstrom Air Force Base in Great Falls, plus two U.S. Air Force radar tracking facilities. Many of the personnel at the facilities married women when they were stationed overseas. Their wives have been participants in the Montana ABE programs. There was a group of Hmong and South Vietnamese people located in the Missoula area. These people strongly identified with General Vang Poa of the National Laotian Army. He moved to southern California; consequently, many followed him. These situations had a negative impact; however, the amnesty program had some positive influence. It is believed that the number of immigrants and Limited English Proficient ABE participants will remain small in Montana, especially when there are limited employment opportunities.

Institutionalized

The number of participants served does not reflect a large change; however, ABE centers interviewed reflected increased demands. Institutionalized included persons in prisons, county jails, halfway houses and those who have mental problems. The ABE teachers said that judges and probation officers have shown increased willingness to work with the ABE centers. One problem reported was unrealistic educational demands placed on inmates. For example, a judge may say that an inmate must obtain a GED certificate within a month to be eligible for release. These and other problems will require increased coordination between the ABE centers and those responsible for the Montana criminal justice system.

Obtained High School Diploma

Table 2 indicates a dramatic drop in the number who obtained a high school diploma. Montana does issue the External Diploma which is an alternative to the regular high school diploma. The number of trained instructors for this program has declined; consequently, the number of centers participating has declined. Two ABE centers have shown flexibility in their requirements under the current accreditation standards. Another impediment to high school diplomas has been the increased graduation requirements for a regular high school diploma. A typical high school required 16 credits for graduation several years ago; however, the state requirement is now 20 credits for graduation. In addition to increased credits, the state has a more prescriptive set of academic course requirements.

Passed GED

General Equivalency Diploma ?

The number of those passing the GED (General Educational Development) certificate from the ABE centers differs from the state total. The state coordinator for GED reports the following number passing: 1985 was 1,616; 1986 was 1,737; 1987 was 1,887 and 1988 was 1,807. The volume tested in 1988 was 2,629 with a pass rate of 77.5 percent. There are two reasons for these differences reported compared with Table 2. The GED coordinator figures are based on a calendar year while Table 2 figures are based on a fiscal year. The other reason is that not all who take the GED attended an ABE center. Persons may have prepared for the GED on their own or have had preparations in the military, Job Corp and others.

Obtained a Job, Better Job, Entered Another Education Program

Figures on employment and further educational accomplishments are subject to error. The participant has left the ABE program and information is difficult to obtain. Obtained a job and/or better job and further education are all interrelated. A person may complete his/her ABE goals and then continue additional education. The benefits of a better job may be delayed until after the completion of additional education. One ABE center director, who is located in a community college, estimates that 20 percent who completed their GED continue their education in the same community college.

In the summer of 1986, a modified Delphi survey was conducted in 13 western states to determine barriers to educational programs that affect rural adults and the changes necessary to improve their access to educational programs. Dr. Stanley Easton from Montana State University shared the results with the adult education specialist in the Office of Public Instruction. The specialist compared the 28 Montana responses with the 73 responses from the other Rocky Mountain states. The survey indicated great similarities between the Montana responses compared with the other states.

Get this

The Delphi survey generated 78 barrier statements which were classified: Institutional (30), Personal/Situational (26), Psychological (12), and Political and Informational each with six statements. In general, the sparse population, combined with diverse educational needs and costly transportation often in adverse weather, were viewed as important barriers.

The Delphi survey generated 125 action statements to provide adequate educational opportunities for rural adults. The statements were evaluated by the respondents using a five-point Likert scale. The adult education specialist compared the Rocky Mountain responses with the Montana responses. The Spearman Rank Order statistical test was used to detect differences between the Rocky Mountain action responses compared with the Montana responses. Selected differences that could impact Montana adult basic education programs are:

1. Those responding from Montana were more desirous to having increased use of public television than were the respondents from the other Rocky Mountain states.

2. Those responding from Montana were more likely to seek an increase in funding for public radio and television than were the respondents from the other Rocky Mountain states.

3. Montana's respondents were less likely to see a problem of more "live" instructors than were their colleagues in the other Rocky Mountains states.

The following two pages were selected from the publication Montana Workforce to the Year 2,000: Opportunities and Challenges produced by the Montana Department of Labor and Industry, August 1988.

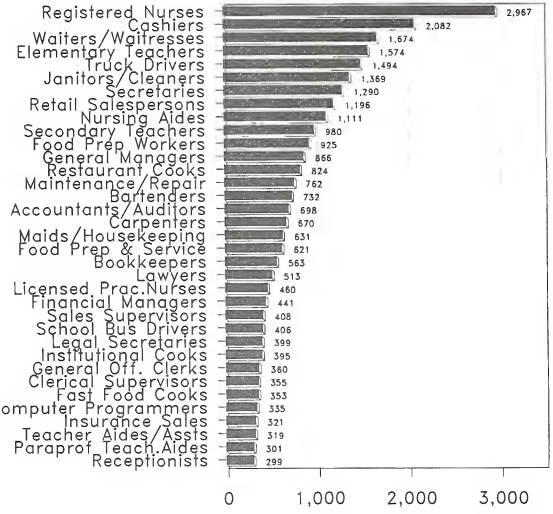
↳ Critic at this

So why were these included? How do they relate to ~~Bacon~~ this part of the report?

Montana Job Growth

High Growth Careers

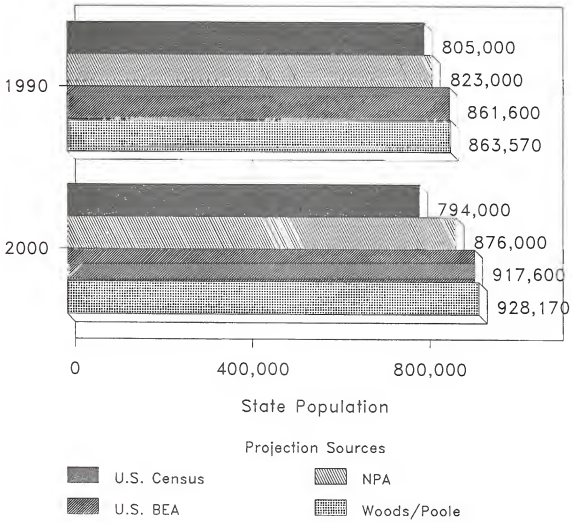
Specific Jobs



Source: OES Matrix, MT Table H

Figure 3.28

Montana Population
Projections for 1990–2000



BEA=Bureau of Economic Analysis
NPA=National Planning Association

Figure 2.5

An attempt was made to determine the number of persons receiving adult educational service of a remedial nature. These services would be comparable to Adult Basic Education services. The number served in the following table is a duplicate count. For example, a person in Project Challenge may also have received services from one of the ABE center.

SERVICE PROVIDER	NUMBER SERVED
Adult Basic Education Centers (1988)	5,793
Project Work Program (1988)	225
Project VAL (year ending 9/30/88)	360
Project Challenge (1988)	111
Homeless Adult Program in Billings (1989)	17
Great Falls Vocational-Technical Center (S & F quarters 1988)	67
Missoula Vocational-Technical Center (S & F quarters 1988)	29
Montana Native American Community Colleges (Special Services)	
TOTAL:	

Explain programs or at least don't use acronyms.

5.0 GOAL ACCOMPLISHMENTS

The state operated a 1986-88 State Plan in which four goals were listed. The accomplishments of these goals are indicated.

I. Objective 1: To provide, within funding limits, for the delivery of adult education programs with respect to all segments of the adult population in this state including residents of rural areas, residents of urban areas with high rates of unemployment, adults with Limited English Language skills, institutionalized adults, adult immigrants, handicapped adults and adults in minority groups.

The information in Table 2 indicates that the goals have been accomplished. The total number served in 1988 compared with the 1985 number indicates that there was a 9.3 percent increase so that in 1988 there were 5,793 persons in the state of Montana who received adult basic education services. It should be noticed that, in general, the population served has changed to those who are working primarily on a Level II program. The participants are now primarily older men who are working at this level. The ABE centers in the state attribute this to the drought and poor economic conditions.

II. Goal: To provide the opportunity for special experimental and demonstration projects intended to serve adult populations who are least educated and most in need of assistance.

There was a third-party study that was made in 1987 entitled, "A Study to Determine the Effectiveness of Adult Education Delivery System for the State of Montana." There were 16 ABE centers that made a contribution to this study. They indicated that the services of the special experimental and demonstration projects did serve the adult population who were least educated and in most need of assistance.

In 1987 and 1988, there were two special demonstration projects. The special demonstration projects were involved with distance learning, primarily using

commercial television in 1987 and cable television in 1988. These forms of media used the Kentucky GED tapes in which ABE centers provided follow-up support to the participants. This media approach permitted persons to receive secondary instruction in their home setting.

III. To provide the opportunity for teacher education projects designed to improve instruction intended to serve adult populations who are least educated and most in need of assistance.

The previously mentioned study, "A Study to Determine the Effectiveness of Adult Education Delivery System for the State of Montana," indicated that the teacher education projects were effective in helping to serve those adult populations in most need. The 1988 requirement of a written paragraph component to the GED test was a new area in need of inservice training. The Montana State University provided instruction at a summer session for adult education teachers. In addition, the institution has prepared a videotape on how to best help students who need the skills to pass the written paragraph component of the new GED test.

IV. To significantly expand the state delivery system of adult education service to adults who are least educated and most in need of assistance by utilizing public and private agencies, institutions and organizations.

It may be noted in Table 2 that the number of adult basic education centers had increased from 20 in 1986 to 23 in 1988. In addition, many of the ABE centers have increased the number of satellite programs that they operate. Consequently, this goal was accomplished in providing services to those in most need. In addition, the distance learning capabilities of the television were also utilized to provide wider access to the general public.

V. To increase outreach activities by informing the state's adult population who are least educated and most in need of assistance of the availability and benefits of the adult education program and to assist those adults to participate in the program by providing reasonable and convenient access.

One of the adult basic education centers developed an innovative way to publicize the availability of adult education services. The center prepared a business-size card informing them of the adult education opportunities available. These small-size cards were readily distributed and available to the general public. Many of the potential participants appeared at the ABE center and pulled the small card from their wallet or purse. This form of informational dissemination was awarded a national prize.

The outreach component was most notable in providing outreach services for the homeless. Two of the outreach components for the homeless adult education component were provided by private, community-based organizations. There are homeless adult education services being provided in the Billings area.

6.0 GOALS, ACTIVITIES AND RESOURCES

6.1 Goals

The four adult basic education (ABE) goals for Montana are listed by roman numeral. A brief rationale follows each goal. The objectives for the goals are listed on pages 19-23.

I. Maintain the current Level I (0-8 grade level) participation of about 2,900 persons; however, expand the types of services available.

It appears from the Montana population projections page 13 that there will be minimal growth in Montana. It is believed that many of those remaining in the state will be older persons who will not seek Level I services. It appears that many of the Native Americans will seek remedial education at the eight Native American community colleges.

The needs assessment for this plan indicated a need for communications and cooperation with other agencies and organizations. In April 1989, the Montana Legislature considered Senate Bill 128 "An Act to Revise and Continue a Job Search, Training, and Work Program for Employable Recipients of General Relief Assistance." This program will be limited to 12 of the 56 counties. It is believed that this clientele will need Level I services. It may be necessary to develop new instructional services for this clientele.

? ICLIS sites ? Public libraries ?

Montana State Prison does have a television system. As technology and instructional materials improve, it may be feasible to provide educational programs to the inmates by the prison television system.

II. To increase enrollment and expand Level II (grade level, 9-12) educational services to 3,000 persons in fiscal year 1990 and 3,300 persons by 1993.

The trend indicated in table 2 is that middle-aged adults will be seeking level 2 services. Most all the centers attribute this to the competitive educational job requirements of the Montana labor market. The Montana projected job openings are shown on page 12. Most all of these jobs will require higher educational levels.

The ABE Centers will be cooperating with the educational requirements JOBS (Job Opportunities and Basic Skills) of the Family Support Act of 1988. It is believed that many of those served will need Level II services.

III. Provide requested teacher inservice and special demonstration projects.

All of the objectives (pages 19-23) under this goal were suggested by the ABE teachers and administrators. It is recognized that many of the inservice training projects requested could best be served by a certified counselor. However, most of the Montana ABE Centers do not have access to a counselor. Many of the persons working toward a GED feel frustrated as to what they should do for their next educational goal. Teachers and counselors are doing their best to provide GED graduates with information on postsecondary institutions. ABE staff has even helped the GED graduates with the completion of financial aid forms. It is believed that teacher career awareness skills for ABE students will help increase the number who successfully complete their ABE program.

The ABE staff are more congnizant of the special needs of their students, such as the learning disabled. They desire the latest professional knowledge and skills on how to best serve their students.

On occasions, the ABE instructors feel isolated because their neighboring program may be a 100 miles distance. The teachers and administrators would like the opportunity to visit with their colleagues and observe their instructional materials and methods.

With the new Family Support Act of 1988 and the state general relief assistance program, adult educators must work cooperatively with the management and staff of other agencies and community-based organizations.

For what purpose? Be explicit.

IV. Establish communications and disseminate information on ABE programs.

The Math/Science staff of the Office of Public Instruction has established an electronic mail system (Goliath) with about 500 users. This system has a toll-free number. It is believed that this proven system would be of great benefit to the ABE Centers. Ancillary ABE funds would be used to defray the proportionate cost for the use of this system.

The adult education specialist would be able to use an office computer to contact the centers. The system would be used to disseminate information of interest to the ABE programs. The specialist could also use his home computer to access the Goliath system.

Goal V missing, but it's on p. 23.

6.2 Activities and Outcomes

Most of the objectives listed on pages 19-23 are stated in measurable outcome terms. The evaluation and program review section of this plan also states ABE participant outcomes.

The ABE Centers vary greatly in the methods used to serve both the Level I and Level II participants. In 1988, the number of participants at a center ranged from seven at Chester to 1,214 at Billings. There is a commonality of activities in that all determine the present level of academic skills of the individual. They also determine his or her educational goals. All teachers, in cooperation with the adult participant, determine an educational program to reach the individual's goal.

Montana will introduce a degree of standardization to the ABE activities. The competitive federal and state ABE application procedures, Appendix A, will use the same format. In addition, the request for section 353 "special experimental demonstration projects and teacher training" funds will use the same procedures. These procedures will accommodate the individuality of the various centers and their special needs.

State Education Activities

1. Review federal and state project applications to assure compliance with the appropriate rules and regulations.

2. Provide at least 20 on-site technical assistance visits during a program year.

3. Provide at least four per year on-site evaluation visits; two of which should be conducted by an out-of-state team and the remainder would be conducted by an in-state team.

4. Provide training to at least five ABE centers on the use of electronic mail.

5. By 1993, Montana adult basic education will increase to 6,200 participants compared with 1988 of 5,793. This is a 7 percent increase over the five-year period.

6. By 1993, level two ABE participation will increase to 3,300 compared with 1988 participation of 2,906. This is a 13.6 percent increase over the five year period.

7. By 1993, at least 15 percent of the ABE participants will be classified as institutionalized. In 1988, 8.7 percent of the participants were classified as institutionalized. and public libraries?

8. By 1993 there will be a total of at least six community-based organizations that will receive federal ABE funds, including Work Place Literacy projects. At present, there are no Montana private or community-based organizations receiving federal ABE funds.

9. By 1993, there will be at least three cooperative projects with business, industry or labor.

10. The State Education Agency will complete and submit reports by the deadline date.

MONTANA GOALS AND OBJECTIVES 1990-93

	SOURCE AND AMOUNT			
	FY90	FY91	FY92	FY93
I. Maintain the current level (Level I 0-8 grades) of about 2,900 persons; however, expand the types of services available.	(F2) 293,618	(F2) 293,618	(F2) 293,618	(F2) 293,618
Provide outreach and educational services to 200 homeless adults in FY90.	(FH) 71,000	(F2) 5,000	(F2) 5,000	(F2) 5,000
By 1993, at least three adult/child learning programs will have been operated in cooperation with Chapter 1 "Even Start."			(F3) 5,000	
By 1992, there will be at least 100 volunteers working with Montana ABE programs.				
During 1990, an SEA representative will meet with representatives of the U.S. Air Force, Commissioner of Higher Education, state agencies working with the Family Support Act of 1988, and others involved in literacy activities.				
During 1990, English literacy programs will be operational at two or more sites.	(FE) 24,250			
A state correctional institution will adapt and/or adopt a proven educational delivery system for inmates.				(F3) 5,000

F2 Federal Section 322
F3 Federal Section 353
FH Federal Homeless Adult
FE Federal English Literacy
S State ABE
A Ancillary

MONTANA GOALS AND OBJECTIVES 1990-93

	SOURCE AND AMOUNT			
	FY90	FY91	FY92	FY93
II. To increase enrollment and expand Level II (grade levels 9-12) educational services to 3,000 in fiscal year 1990 and 3,300 by 1993.	(F2) 116,873 (S) 200,000	(F2) 116,873 (S) 250,000	(F2) 116,873 (S) 250,000	(F2) 116,873 (S) 250,000
In 1990, ABE centers will be encouraged to establish communications and cooperative ABE programs with business, industry and labor organizations.				
By 1993, there will be at least three ABE center program linkages with business, industry or labor.	(F3) 6,000	(F3) 7,000	(F3) 8,000	
In 1991, Montana will replicate the Iowa study on why adults fail to complete ABE programs.		(F3) 8,000		
Based on suggested methods to encourage student completion in ABE programs. Media and/or other methods will urge adult completion.			(F3) 5,000	(F3) 5,000

F2 Federal Section 322
F3 Federal Section 353
FH Federal Homeless Adult
FE Federal English Literacy
S State ABE
A Ancillary

	SOURCE AND AMOUNT			
	FY90	FY91	FY92	FY93
III. Provide requested teacher inservice training and special demonstration projects.				
Based on the recommendations of the Literacy Coordinating Council, a joint meeting will be sponsored for all literacy providers within the state.	(F3) 8,000 should be under Goal I – coord. process; increasing to of GOAL			
ABE centers and Family Support Act service providers will develop methods of mutual communication and cooperation at a joint meeting(a).		(F3) 10,000		
Summer week-long inservice training will be provided to educators based on reported interest of potential participants.	(F3) 5,000	(F3) 5,000	(F3) 5,000	(F3) 5,000
Up to ten adult basic education teachers and/or administrators may receive up to $700 scholarships for professional meeting attendance and other related activities.	(F3) 5,000	(F3) 5,000	(F3) 5,000	(F3) 5,000
At least one special demonstration project per year will demonstrate the use of technology (distance learning) to facilitate learning including interactive education through the usa of telecommunications.	(F3) 10,000 ICLIS	(F3) 10,000	(F3) 10,000	(F3) 5,000
Inservice training will be provided to ABE teachers on instructional methods to serve the learning disabled and other special needs students.	(F3) 5,000			
ABE teachers and counselors will develop skills on presenting career awareness options for ABE participants including the adaption or adoption of proven programs.	(F3) 5,000	(F3) 5,000		(F3) 5,000
ABE centers, in cooperation with the criminal justice system, will develop methods of mutual understanding and cooperation.			(F3) 5,000	
Four regional workshops will be provided on instructional management.				(F3) 8,000
Literacy providers will have available a center to obtain professional research services and current professional publications.	(F3) 5,000	(F3) 5,000	(F3) 5,000	(F3) 5,000
ABE educators will integrate inservice training in their professional meetings.	(F3) 3,000	(F3) 4,000	(F3) 4,000	(F3) 4,000

F2 Federal Section 322
F3 Federal Section 353
FH Federal Homeless Adult
FE Federal English Literacy
S State ABE
A Ancillary

	SOURCE AND AMOUNT			
	FY90	FY91	FY92	FY93
IV. Establish communications and disseminate information on ABE programs.				
By the end of FY 1990, at least five ABE centers will be trained and in weekly contact with the state education agency by electronic mail.	(A) 1,000			
During 1991, each of ABE electronic mail operational centers will train a neighboring ABE center.	(A) 1,500	(A) 1,700		
By 1993, at least eighteen ABE centers will be in electronic mail contact with the state education agency at least 15 times per year.				(A) 2,000
During 1993, at least five ABE centers will have transmitted by electronic mail the ABE year-end narrative and statistical data.				
TOTAL (F3)	52,000	59,000	52,000	47,000

Doesn't take this to do this.
(only 20 schools be by end of FY 90.
This could be 1991.

F2 Federal Section 322
F3 Federal Section 353
FH Federal Homeless Adult
FE Federal English Literacy
S State ABE
A Ancillary

	SOURCE AND AMOUNT			
	FY90	FY91	FY92	FY93
V. Improve instructional programs through evaluation of ABE programs by reciprocal evaluation with Idaho and Wyoming plus in-state evaluations.				
Four Montana ABE educators will assist with ABE program evaluation in Wyoming and Idaho.	(A) 4,000	(A) 4,000	(A) 4,000	(A) 4,000
Two educators from Idaho and Wyoming will evaluate Missoula and Butte ABE programs.	X			
Two educators from Idaho and Wyoming will evaluate Billings and Deer Lodge.		X		
Two educators from Idaho and Wyoming will evaluate Helena and Havre.			X	
Two educators from Idaho and Wyoming will evaluate Great Falls and Glendive.				X
An in-state team will evaluate Warm Springs and Dillon.	(A) 1,500			
An in-state team will evaluate Hardin and Hamilton.		(A) 1,500		
An in-state team will evaluate Laurel and Lewistown.			(A) 1,500	
An in-state team will evaluate Chester and Forsyth.				(A) 1,500
The Adult Education Specialist will follow-up on evaluation conducted by the out-of-state and in-state evaluations. At least 70 percent of the recommendations will have been implemented within the following year.	X	X	X	X

F2 Federal Section 322
F3 Federal Section 353
FH Federal Homeless Adult
FE Federal English Literacy
S State ABE
A Ancillary

7.0 STATE ADMINISTRATION

7.1 Amount

The State Education Agency will use $56,000 for the administration and management of the state plan for fiscal year 1990. The state will use $50,000 per year for the remaining years of the state plan. The state will use the funds for salary of a full-time adult education specialist, part-time support staff person and a part-time fiscal accountant.

7.2 Uses

will thinke Chloe 3

The specialist's responsibilities will include: should some LSCA # go into this?

1. Development, submission and implementation of the state plan and any amendments.

2. The evaluation of center programs, special projects, homeless adult education and English literacy projects.

3. At present, there is an Adult Literacy Coordinating Advisory Council that was jointly appointed by the Governor and the Superintendent of Public Instruction. The office will continue to support the activities of this council. Tentatively, the council will continue with financial support from Job Training Partnership Act (JTPA) funds.

4. The State Education Agency will cooperate with other appropriate agencies, groups and individuals involved in the planning, administration, evaluation and coordination of programs funded under the act.

8.0 POLICIES, ACTIVITIES AND PROCEDURES FOR APPROVING LOCAL APPLICATIONS

8.1 Eligible Recipients

At present, the Montana Code Annotated Section 20-7-702 provides, "The trustees of any district or community college district may establish and operate an adult education program. . . ." Section 20-7-701 defines the broader term "Adult Education means the instruction of persons 16 years of age or older who are not regularly enrolled, full-time pupils for the purposes of ANB computation." Questions have been raised about the state law permitting the establishment of Adult Basic Education Programs in the state's five colleges and universities and five vocational-technical centers. During 1990, legal clarification will be sought regarding the status of ABE in these institutions. or public libraries.(?)

With the need for educational services to serve participants of the Family Support Act of 1988 and the General Relief Assistance Act, the State Education Agency will consider the services of community-based organizations, such as the Human Resource Development Councils. The selection of a private and/or community-based organizations will be based on the same selection criteria specified in Appendix A. In addition, the SEA will review the applicant's ability to supply the educational services (i.e., certifiable teachers) and their past fiscal management experience.

At present, Senate Bill 70 and Senate Bill 128 both have the clause "where adult basic education programs exist, remedial education services provided for in . . . must be

What is the SEA? - State ed. assoc.? I've seen it several places but never spelled out. (State ed. agency)

coordinated through contracts or cooperative agreements with state or local agencies having responsibilities for programs administered under the Adult Education Act, Public Law 100-297." This clause and/or language in section 322(a)(1) of the Adult Education Act will govern the selection of community-based organizations. Section 322(a)(1) states, "Grants. . .carried out by public or private nonprofit agencies, organizations, and institutions only if the applicable Local Education Agency has been consulted with. . . ." The purpose of both clauses is to prevent the duplication of services in a sparsely populated state. good

SEA!

The State Education Agency will consider proposals for adult education funds sought under Sections 322, 353, 371 or 372 of the act. In addition, the State Education Agency will solicit proposals for homeless adults under the Stewart B. McKinney Homeless Assistance Act. Probably, fiscal year 1990 will be the last year the State Education Agency will solicit homeless adult education proposals under the ~~Stewart B. McKinney Act.~~ act. It is believed that successful homeless adult education activities initiated in 1989 and 1990 can be partially maintained under Section 322 funds. The rationale for this maintenance is the Adult Education Act encourages programs for educationally disadvantaged adults.

8.2 Notice of Availability

The State Education Agency historically has placed public notices in the state newspapers having a large circulation. The public notices of the availability of funds under the Act and the homeless adult portion of the Stewart B. McKinney Homeless Assistance Act will be placed in three newspapers. The newspapers are the Great Falls Tribune, Missoulian and the Billings Gazette.

Current ABE centers will receive direct notification of the availability of federal and state basic education funds. The State Education Agency generally places an announcement in its publication OPI Report. The State Education Agency will also notify the Adult Literacy Coordinating Advisory Council; consequently, many public and private agencies and organizations will be aware of the fund availability.

8.3 Process

During 1990, the State Education Agency will publish a comprehensive Adult Basic Education Handbook. The handbook will include the Adult Education Act, applicable final rules and regulations and the federal and state application procedures. The application format will follow the format as described in "The Adult Basic Education Application Review Form" in Appendix A. This format will be the same for Sections 322 and 353 funds as well as state funds. The state and federal budget sheets will be essentially the same except for fund coding and color.

The state will accept a two-year application for fiscal years 1991 and 1992 for Section 322 and state funds. The same format will be used in 1993. The applicant will submit a new budget page for 1992 if the program is essentially the same as 1991. If the program changes significantly during the interim, the applicant must file an amendment with the State Education Agency which is subject to approval, modification or rejection.

8.4 Review Process

The applications for federal Section 322 and state adult basic education funds will be available April 15 of each year of the plan. Proposals will be reviewed and evaluated within five work days following Labor Day.

8.5 Criteria for Evaluating Application

The criteria for application evaluation is found in Appendix A. The application will be evaluated by the Adult Education Specialist and a second person who has no vested interest in the proposal. In most cases, the individual will be an adult education graduate student at Montana State University. In selected cases, a person with special knowledge will evaluate similar applications. For example, a Chapter 1 staff member may evaluate applications related to "Even Start."

The Office of Public Instruction has found that the use of two readers with the option of a third reader has proved effective. The application is rated by two readers. If their scores differ by more than 15 points a third reader will rate the application. The three scores are averaged and then multiplied by two. The total scores are then comparable. The third reader method minimizes extreme score variations between the two readers.

8.6 Distribution of Funds

It is anticipated that the fiscal year 1990 distribution of funds will approximate the 1989 distribution. ABE applications for federal and state funds are competitive. The State Education Agency reserves the right to fund the centers in a way that conforms to the Adult Education Act. There has been a demographic shift in the population served and the educational needs. It is anticipated that the state will increase funding for adult basic education where there has been an increase in the number of Level II (grade level 9-12) participants. Consequently, there will be a proportionate increase in state funds and a decrease in federal funds. This will assure that the federal funds are spent in compliance with the act: "Not more than 20 percent of the state's allotment shall be used for the program of equivalency for a certificate of graduation from a secondary school." (Citation)?

Citation to Table 3 also, somewhere in this TP.

TABLE 3

	FEDERAL FY90	STATE FY90	LOCAL FY90	SEA ADMIN	ANCILLARY
Local Applications Section 322					
Level I (grades 0-8)	293,618		175,000	46,000	
Level II (grades 9-12)	116,873	200,000	25,000	10,000	
Institutionalized	58,436	59,440			
Dissemination and Evaluation					7,000
English Literacy	24,250			750	
Homeless Adult Stewart B. McKinney	71,000			4,000	
Special Experimental (Section 353)	58,436				
	622,613	259,440	200,000	60,750	7,000

9.0 INSTRUCTIONAL RESOURCES

Table 2 depicts the instructional resources expended in the 24 adult basic education centers in Montana in 1988. The geographical adult basic education center distribution in Table 4 does not appear equitable. However, it does approximate the state

population distribution. Centers are located along the northern tier of counties (the highline) and the southern portion of the state along interstate highways 90 and 94. The central portion appears void; however, the area is sparsely populated. Where centers do not exist, they do receive satellite programs where needed.

The instructional materials are barely adequate. The ABE centers were asked to indicate priorities if they had increased funding. Many of the centers would obtain new instructional materials.

The current ABE centers listed the names of the community resources they work with. A total of 199 agencies and organizations were listed. A cursory review of the agencies and organizations revealed that some were unique to that specific community, while most could be found in a typical community. There is a recognition that more communications and coordination are needed at the state and local levels.

TABLE 4

INSTRUCTIONAL RESOURCES

The 1988 unduplicate count of full- and part-time teachers, counselors and para-professionals was 107 persons for federal and state programs. This figure is misleading as there are many part-time teachers. Instead of instructional personnel for the following table, the number of instructional hours is reported. This figure includes the instructional time given in the 11 satellite programs. The instructional materials valued in the table are generally less than five years old.

ABE Center/Location	Instructional Hours/year	Area Sq. Ft.	Number of Computers	Instructional Material $
Billings	17,391	7,875	24	$108,000
Bozeman	144	870	1	1,000
Browning*	3,500	2,860	1	3,500
Butte	1,866	1,000	5	20,000
Chester	180	675	-	300
Corvallis	72	960	6	150
Deer Lodge	4,160	745	3	5,000
Dillon	176	1,400	-	650
Forsyth	155	5,500	2	1,500
Glendive**	1,800	3,803	32	10,000
Great Falls	6,310	5,760	11	35,000
Hamilton	70	960	1	450
Hardin	1,220	450	2	1,200
Havre	906	4,200	1	14,150
Helena	6,641	2,074	7	7,000
Huntley Project - Worden	175	1,080	11	800
Kalispell	2,988	3,540	1	9,700
Lame Deer	600	600	2	1,000
Laurel	104	336	-	1,000
Lewistown	150	1,000	-	350
Livingston	48	225	-	100
Miles City	1,908	1,448	9	5,000
Missoula	4,378	2,168	9	5,000
Total	54,942	49,529	128	$230,850

*Satellite programs Babb, Heart Butte, Starr School
**Satellite programs Baker, Fairview, Glasgow, Plentywood, Poplar, Sidney, Terry, Wolf Point

10.0 PROGRAMS FOR LIMITED ENGLISH PROFICIENT (LEP)

In 1988, 11 of the 24 ABE centers reported 150 English as Second Language participants. The mean number per center was 13; however, this number is misleading. The three centers in Billings, Great Falls, and Missoula account for 64 percent of the total number reported. The programs provided to Limited English Proficient are widely ~~disbursed~~ dispersed in the state. Consequently, they are individualized for each participant. (W) incorrect word choice

Programs under the Bilingual Education Act are located primarily in areas other than where ABE centers are located. More importantly, the programs focus on the needs of the elementary and secondary students. There tends to be three groups that need educational services to improve their English language proficiency. For some tribes in Montana, their native language is the primary means of communication within the home. About three years ago, there was a larger group of persons from southeast Asia in the state. Many of these have moved to a warmer climate. There is a religious sect, the Hutterites, where German is the primary language. The sect has communal living where agriculture is the industry.

Each fall, the Office of Public Instruction obtains data on the Limited English Proficient. The data is one factor in the calculation of funds available under the Carl Perkins Vocational Education Act. Very few eligible recipients receive a Limited English Proficient allocation sufficient to justify the time to submit a competitive application. In project year 1988, there was two secondary and no postsecondary Carl Perkins LEP projects. A total of 61 participants were served. One of the projects was administered by the Billings ABE Center. The second project was administered by the Missoula County High School District. The project provided 15 students with survival skills in English and math.

11.0 EXPANSION OF DELIVERY SYSTEM

Montana does not anticipate a great geographical expansion of ABE services. One reason is that it appears that Montana is losing population. Another reason is the population distribution is skewed. In 1988, Montana had 163 high school districts. Using the nine school districts with the largest enrollment will best illustrate the skewed population distribution. These nine districts had 48.9 percent of the total state high school enrollment of 43,003. These schools were located in the cities of Billings, Bozeman, Butte, Great Falls, Havre, Helena, Kalispell, Miles City and Missoula. Each of these cities has an ABE center and may operate satellite programs.

The Montana ABE centers believe that the best way to increase the number of participants is to utilize technology. It appears that cable television may be one of the best ways to serve the educationally disadvantaged and adults with handicaps.

During the next four years, the Family Assistance Act of 1988 and the Montana General Relief Assistance bill will require new educational services. Some of the potential geographical service areas may not have local education agencies capable of supplying the service. It is anticipated that community-based organizations may apply for ABE funds to serve these new areas.

12.0 OUTREACH ACTIVITIES

Each of the ABE centers conducts its own outreach activities. Many of the ABE center directors also have responsibilities for adult and community education activities. At a recent meeting, these directors shared their methods of informing the public. All

of their community education media announcements included information about adult basic education opportunities.

A replication of the Iowa study on why adults do not complete their educational program is anticipated. Following the study, media presentations will be made to counteract the negative factors that hinder educational completion.

All ABE public or agency inquiries are routed to the Adult Education Specialist within the Office of Public Instruction. The specialist generally ascertains the type of service needed. Most of the inquiries are referred to the ABE center nearest the individual. The specialist is also a staff member of the vocational education unit and, consequently, is familiar with the Carl Perkins Vocational Education Act. The specialist has been instrumental with promotion of educational projects using this source of funding. To date, child care services has been limited. Present services are associated with project work programs, homeless adult projects and Even Start projects. It is anticipated that the Family Support Act of 1988 will require child care services. Tentatively, the Montana Department of Family Services will have responsibilities associated with the implementation of child care services required of this act.

13.0 COORDINATION

The adult education specialist is a staff member of the Vocational Education Unit within the Office of Public Instruction. The specialist has selected vocational education responsibilities within the unit that help with the coordination. The staff member who has the responsibilities for the 8 percent set-aside Job Training Partnership Act (JTPA) is also in the same unit. Staff meetings provide an opportunity for coordination of activities.

The Special Education Unit within the Office of Public Instruction is located within the same building as the adult education specialist. This unit works closely with the school systems and has the responsibility for the education of the handicapped. The specialist was formerly in the Special Education Unit; thus, communication and coordination are facilitated.

The Immigration Reform and Control Act of 1986 is under the supervision of the Immigration and Naturalization Service (INS). About two years ago they moved into a building about three blocks from the Office of Public Instruction. The adult education specialist made repeated telephone calls to that office and the INS office located in the Federal Building. INS has never returned a telephone call. The specialist has worked with a representative of Rural Education Opportunities (REO). We have shared what limited information we have received. REO reports that about 75 Montana persons have been identified under the amnesty program. A follow-up on these persons was made to identify their educational needs. The follow-up showed that many had moved, and those who did remain were widely scattered. It is believed that the present ABE Centers, in cooperation with other organizations, can serve their needs.

The Vocational Education Unit within the Office of Public Instruction has frequent contact with the representative of the Commissioner of Higher Education. Montana State University is the only institution within the University System that provides graduate work in the field of adult education. This unit is a frequent successful applicant for Section 353 projects. Their performance on the projects has always been well received by adult educators throughout the state. The adult education specialist is in contact with Montana State University by means of the state telephone system and a computer electronic mail system.

14.0 VOLUNTEERS

Montana State University had a contract with VISTA (Volunteers In Service To America) for the last three years. The program VAL (Volunteers for Adult Literacy) has 13 VISTA staff members. These staff members are frequently housed in the ABE Centers. Consequently, there is excellent coordination. The VISTA staff has trained tutors to help those in need of educational services. To facilitate coordination, VISTA and Section 353 funds were used to jointly sponsor 1988 coordination workshops. One of the objectives of this state plan is to retain at least 100 volunteers by 1993. Since the VAL project will end this fiscal year, ABE center directors have indicated that they may use federal funds to retain these volunteers.

15.0 SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS AND TEACHER TRAINING PROJECTS

Demonstration and teacher training projects for the next four years are outlined on pages 20-22. The estimated dollar figures for the projects are only a guide. Proposals will be rated for the quality and cost efficiency. State Education Agency retains the right to negotiate with successful applicants. Factors in negotiations will be the funds available and the degree that planned needs can be satisfied. The proposed Section 353 activities are desires identified in the needs assessment.

16.0 PROGRAMS FOR CORRECTION EDUCATION AND EDUCATION FOR OTHER INSTITUTIONALIZED ADULTS

The 1988 report of Institutionalized Adults, shown in Table 2, page 7, indicated 502 persons. This number is 8.7 percent of the total number of ABE participants. The amount expended by Montana State Prison in 1988 was $14,975, which was 3.8 percent of the total Section 322 funds expended. At the start of FY89, the amount of funds for Montana State Prison was increased to $35,000. In addition, the Women's Correction Facility at Warm Springs received $5,000 in ABE funds. These two amounts together will not meet the new requirement of not less than 10 percent of the funds will be used for corrections education and education for other institutionalized individuals.

To meet the new 10 percent requirement, the remaining 22 ABE Centers are keeping accurate records. Each of the centers is recording initials of the institutionalized participants served. At the start of the fiscal year, a crude survey was made to identify the corrections and other institutionalized persons served. Those who are being served are located in the more heavily populated communities. Primarily those served are in the city/county jails and half-way houses. Some of the centers have reported that security is sometimes a factor that hinders the teaching/learning situation. Centers will report the number of institutionalized persons they serve and retain their documentation. The ratio of those served will be made proportionate to their fiscal expenditures. This procedure, plus the prison expenditures, will meet the 10 percent requirement.

Montana State Prison and the Women's Correctional Facility each submit a competitive application using the same format and criteria that other eligible recipients file. The institutions use state general fund monies as their match. The state prison has excellent instructional facilities on the low security side of the prison. Recent administrative changes have improved the classification and educational referral of inmates. The curriculum tends to be individualized. There has been increased use of computer-assisted instruction within the low-side program. There are inmates who receive instructions in their cells because of security reasons.

17.0 EVALUATION AND PROGRAM REVIEWS

The ABE Centers recognized early that the evaluation portion of the law, Section 352(3) "gather and analyze data (including standardized test data) to determine the extent to which adult programs are achieved in the goals set forth in the plan," would be a challenge. In fiscal year 1988 a Section 353 project developed a Plan for Competencey Based Adult Education (CBAE) in Montana. The plan was published in July 1988 and distributed to all Montana ABE Centers.

In fiscal year 1989, there were four regional workshops funded by Section 353 to decide the possible adoption and use of a competency-based measure for student progress. It was the consensus of the workshop participants that the plan could best serve the Level I students where life skills were most appropriate. Since the majority of Montana ABE students were Level II (grade level 9-12) participants, they are academically oriented. The opinion was expressed that standardized tests could best measure the academically oriented ABE participants. All workshop participants expressed the concern of obtaining a valid post test from the ABE students.

Montana ABE Centers will adopt a three-tier evaluation system. The two acceptable standardized tests are either the TABE (Test of Adult Basic Education) or the ABLE (Adult Basic Learning Examination). Early in the ABE student's program either of these tests will be used if the examiner believes a valid test result may be obtained. The examiner usually makes this determination by talking with the student and observing the students' complete and ABE application form. If a valid pre-test is obtained, the instructor will correct the test and convert the score into a percentile and NCE, (Normal Curve Equivalent). If the score is at the 30th percentile or the 39th NCE, every effort will be made to obtain a post-test on the individual. The criterion for success using this method will be that the state mean gain between pre- and post-test will be a 5 NCE gain. ABE Centers will summarize and submit to the State Education Agency the report using this measure at the end of the project year.

For individuals who score below the 39th NCE, teacher records will be used to measure students' progress. These measures are the grade level recognition of students' study materials. Frequently, workbook tests also provide this same type of measure. At the conclusion of the project year, each center will submit a brief narrative summary of student progress using this method.

Many of the Montana ABE participants declare their goal to obtain a GED certificate. Centers will record the percentage of participants who successfully complete their goals. This information will be sent to the State Education Agency at the end of the project year. The GED coordinator within the Office of Public Instruction summarizes data for a calendar year. The report indicates the volume tested and the pass rate. The pass rate for 1988 was 77.5 percent. The state criterion for success will be a pass rate of 82 percent by 1992.

The law, Section 352(2)(c), requires the state to consider "the effect of the program on the subsequent work experience of graduates." The State Education Agency will only report gross measures at the end of the 1991 project year. The centers will be encouraged to obtain the social security number of the ABE student. Centers will submit only social security numbers for their 1990 and 1991 ABE participants. The identity and confidentiality of the individuals and the centers will be protected. Sometime during 1992, the numbers will be compared with a state labor file. The requested report will indicate the number who were employed in the state during that quarter. The mean salary will also be reported. If possible, other information may be reported. The most important factor will be the confidentiality of individuals. Since approximately 10,000 numbers may be entered, individual identity cannot be determined. The criterion for statewide success will be 37 percent of the former ABE participants will be employed in that quarter.

On-site evaluations will be made each year of the plan either by an out-of-state team or an in-state team. The ABE centers to be evaluated are shown on page 23. The current operational centers were stratified on the basis of population served. They were placed in one of three groups: centers serving 475 or more, those serving between 150 and 474 or more, and those serving 149 or less persons. A table of random numbers was used to select the centers for evaluation. The larger centers will be evaluated by an out-of-state team and the remainder by an in-state team.

The out-of-state team members will come from the states of Idaho and Wyoming. Two adult educators will come from each state. Those team members will be paid by their respective State Education Agency. Montana will supply team members to their respective state. Tentatively, the evaluation instrument used will be similar to "Review Criteria for Secretary's Award for Outstanding Adult Education Programs." The advantages of using this instrument are standardization and the possibility that the team could suggest the program as a nomination.

18.0 PROGRAMS FOR LIMITED ENGLISH PROFICIENT ADULTS

The English as a Second Language teacher at the Great Falls ABE Center had her students write the adult education specialist about their needs. Most of these letters expressed appreciation for the skill and patience of their teacher. Many expressed the need for more instructional time with a flexible schedule. The specialist especially enjoyed the letter written in German followed by a written English translation. His written comment was "live is very hard if you can't read or write." It is believed that the Great Falls program could benefit from the approximate $12,500 from the English literacy grant. The State Education Agency Bilingual/Native Origin/Migrant/Refugee Specialist will provide names and addresses of community-based organizations that may be interested in one-half the Montana allocation for English literacy grant funds.

Montana does not have any objective measures of Limited English Proficient (LEP) adults. Selected measures may be an indicator. In September 1988, all Montana public elementary and secondary schools and 155 private elementary and secondary schools were surveyed. The survey identified 2,757 LEP students in grades K-8 and 772 in grades 9-12. These results were published in State of Montana 1988 - Title VII Data Collection Report. Also in the fall of 1988, the Vocational Education Unit counted 656 LEP students for the Carl Perkins Vocational Education Act allocation formula. There is close agreement between the two secondary data collection processes. The number 772 would be 1.5 percent of the total 44,177 secondary enrolled students. The application of this percentage to a maximum potential ABE population of 130,802 would

mean 1,962 persons as potential LEP participants. Bilingual education programs in Montana serve children in eight language groups in schools on six Indian reservations. There are bilingual training programs at Eastern Montana College in Billings and Stone Child College in Box Elder. These programs serve 799 persons under Title IV bilingual education. Support is received from INTERFACE Associates, Portland, Oregon, with a satellite office in Bozeman, Montana. The EAC-W of Albuquerque, New Mexico, and the Office of Public Instruction also provide technical assistance. These and other technical services are available to Montana ABE centers.

19.0 WORKPLACE LITERACY

Montana has very few large businesses. However, workplace literacy is an interest. In fiscal year 1989, the Missoula ABE center, in cooperation with St. Patricks Hospital, submitted a workplace literacy proposal to Washington, D.C. They were unsuccessful; however, they plan to resubmit in fiscal year 1990. A large sawmill and its labor union has expressed an interest in workplace literacy. The sawmill has undergone a great technological change and the employees need to improve their educational skills.

Section 353 has set aside for three years of this state plan funds for workplace literacy. The application process will be the same as for other Section 353 proposals. The application format and review forms are shown in Appendix A.

If Montana receives a state allocation for workplace literacy, the same application format will be used as specified for Section 353 projects. The only additional requirement is that the applicant must specify a third-party evaluation. The criteria listed on the review form is applicable to a third-party evaluation.

The types of potential Montana projects are extremely diverse. Consequently, the State Education Agency will not specify evaluative criteria. One Carl Perkins project used reduction in the accident rate of loggers as a measure. This project included reading of safety manuals. It was impossible to measure the influence of reading on the project. However, the gross measure of project success was unobtrusive and effective. It was unobtrusive because the rates are required for insurance purposes.

If project proposals use statistical measures of project success, the proposal reviewers will use acceptable research standards of sample size and confidence levels. It is presumed that if statistical measures are used, most would be nonparametric.

20.0 ADULT MIGRANT FARM WORKERS AND IMMIGRANT EDUCATION

Montana migrant farmers are in two geographical areas and for only a short time in the summer. Indicative of the short time is the MSRTS (Migrant Student Record Transfer System) which operates from late May to July. Migrants work the cherries in the Flathead Valley area and the sugar beets in the Yellowstone River area. Some migrants have dropped from the migrant pattern and settled in the Dillon area. Those interested in ABE are receiving services from the Dillon ABE center.

Since only 75 persons identified themselves under the amnesty program, there does not appear to be a great need for ABE services. It is believed that the present ABE centers can serve the migrants' and immigrants' needs.

co-kb-del/310

APPENDIX A

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Nancy Keenan
Superintendent

February 27, 1989

To: Montana Adult Basic Education Centers

From: Bob Ruthemeyer, Adult Education Specialist

Re: Adult Basic Education Application for project year 1989-90--ending June 30, 1990

This application process is the sequel to "What comes first, the chicken or the egg?" I am asking for your 1990 application according to the Four Year Montana ABE Plan which hasn't been written. In fact the proposed federal regulations for the law haven't been issued. I am in hopes that these current procedures will be similar to the final format. Your suggestions will be sought before the state plan is submitted to Washington D.C.

I believe one of the most frustrating issues to be resolved is the evaluation issue which is found in section 352 of the Act. Enclosed is that portion of the law. I will conduct a portion of the Competency Based Workshops to be held in March, and hopefully we can resolve the evaluation issue. The proposed locations for these workshops are: Bozeman, Missoula, Great Falls and Miles City. Watch for details from Montana State University.

I suggest that you do some early planning for your ABE application. The applications (federal and state) will be due June 30, 1989. Tentative approval of your application from this office should be finalized by August 1989. For planning purposes base your application on the same funding you received in 1989. On a separate page(s) list the additional funds and activities you desire. At this moment the state legislative committee has recommended an increase in state ABE funding. In your planning give consideration to the educational needs of homeless adults, general assistance and AFDC (Aid to Families with Dependent Children). The Montana Legislature is currently considering the reauthorization of the Project Work Program (PWP) in the following counties: Cascade, Deer Lodge, Flathead, Lake, Lewis and Clark, Lincoln, Mineral, Missoula, Park, Powell, Ravalli and Silver Bow. It is possible that the new welfare reform legislation - Family Support Act of 1988 can impact your program.

For those submitting a federal application, you can request federal funds at the restricted indirect rate. Montana State University and the Department of Institutions are in the process of establishing a restricted indirect rate with the Office of Public Instruction. If you have difficulties with the restricted indirect rate, telephone Sylvia Stevens (444-4403) of this office.

If you have any questions, please telephone me at 444-4443.

RR:dp

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, Montana 59620

Adult Basic Education Application

FUNDS REQUESTED - check one for each application.

_____ Federal Funds Section 322 - emphasis on grade 0-8 levels.
_____ Federal Funds Section 353 - Special Experimental Demonstration Projects and Teacher Training. Proposal Title _____

_____

_____ State Funds - emphasis on secondary level ABE.

Applicant _____

Project Director_____ Telephone No._____

Address _____

_____

The application procedures will be the same for all three types of Adult Basic Education activities. Use the YELLOW budget page for state funded projects and the GREEN budget page for federal funded projects.

State funded projects must concentrate services on adults who were initially tested as performing at a secondary level (grade level 9-12). Generally, the projects that serve a larger number of adults receive both state and federal funds. It is anticipated that there will be great similarities in objectives and activities between the two applications; however, each will require an application.

Complete all Parts A, B and C. If there is not sufficient space in Part A, then photocopy an additional page. Part B will be a written narrative following the format of the "Adult Basic Education Application Review Form." Major components to be addressed are: Statement of Need, Objectives, Activities to Achieve Objectives, Evaluation, Outreach and Budget - Budget Narrative. Part C is the budget page - yellow is state and green is federal.

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, Montana 59620

Adult Basic Education Application

PART A

SCHEDULE OF CLASSES FOR PROPOSED PROJECT:

No. of Classes Scheduled	Start Date	Close Date	Days and Time Scheduled	Est. Enroll. Men	Est. Enroll. Women	Class Location Room & Building
Class 1						
Class 2						
Class 3						
Class 4						
Class 5						
Class 6						

Total Unduplicated Count

INSTRUCTIONAL PERSONNEL:

Number of Class	Name of Instructor	Hourly Salary Rate	No. of Hours Employed	Certificate Number

COUNSELING PERSONNEL:

Name of Counselor	Hourly Salary Rate	No. of Hours Employed	Certificate Number

SUPPLEMENTAL PERSONNEL:

Classification	Number Employed	Hourly Salary Rate	Number Hours Employed
Teacher Aide			
Health Service			
Recruiting			
Contracted Services			

PART B
ASSURANCES

1. The applicant will provide program, services and other activities in accordance with the uses specified in Section 322 (Section 355 for applicable proposals) of the Adult Education Act (P.L. 100-297) which are designed to expand or improve the quality of adult education programs, including programs for educationally disadvantaged adults, to initiate new programs of high quality, or, where necessary, to maintain programs.

2. Adults enrolled in adult basic education programs will not be charged tuition, fees or any other charges, or be required to purchase any books or any other materials that are needed for participation in the program.

3. The applicant will use federal and/or state adult basic education funds to supplement, and not to supplant nonfederal funds.

4. The applicant will provide such fiscal control and fund accounting procedures as may be necessary to ensure proper disbursement of, and accounting for, federal and/or state funds.

5. Such records and financial data and supporting record will be retained by the applicant for a period of five years following the completion of the project.

6. The applicant agrees that the Legislative Auditor, Fiscal Analyst and/or the Superintendent of Public Instruction shall have access to all records and financial data and supporting documentation regarding adult basic education projects.

7. The applicant will send one copy each of the final narrative/statistical and fiscal reports as prescribed by the Office of Public Instruction and/or federal rules and regulations.

8. The applicant will provide at least the following nonfederal fund match: 15% project year 1989-90; 20% project year 1990-91; 25% each project year thereafter.

9. All equipment acquired under the auspices of this project will be used for the purposes specified in the application and such equipment will be subject to proper acquisition and adminstrative control of the applicant.

10. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352), Title IX of the Educational Amendments of the 1972 (P.L. 92-318) as amended, 20 U.S.C. 1681 et seq., and Section 504 of the Rehabilitation of 1973 as amended 29 U.S.C 794, and all requirements imposed by or pursuant to the regulations of the Department of Education pursuant to these titles.

11. The filing of this application has been authorized by the governing body of the applicant and the undersigned representative has been authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.

12. I hereby certify that the proposed adult basic education applicant application will be conducted in accordance with the provisions of the application and any subsequent amendments.

Signed: _____ _____
Authorized Representative Date

OPI USE: Project No. _____

Approved: _____ _____
Adult Education Specialist Date

co/310

NANCY KEENAN, SUPERINTENDENT
OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MT 59620

ADULT BASIC EDUCATION APPLICATION REVIEW FORM

Applicant_____ Total Score_____

Reviewer_____

Federal Funds
____ Section 322
____ Section 353 Title of Proposal:

____ State Funds

The application will be read by two persons, one of whom may be the Adult Education Specialist. If the two reviewers differ by more than 15 points, the application will be scored by a third reviewer. The three scores will be averaged (mean) and multiplied by two to obtain a new total score.

COMPONENTS

Statement of Need (22 points)
Does the statement indicate a meaningful examination of local demographics? Have the literacy needs of business/industry in the community been addressed? Does the applicant document contact with other relevant agencies? Is there evidence of mutual coordination and cooperation? Is it clear and concise?

____ The ABE service area is defined. (5 points)

____ Evidence of the literacy needs of the ABE service area have been addressed. (12 points)

____ The statement is clear and concise. (5 points)

Objectives (23 points)
What is the anticipated number of participants? Does the applicant clearly state the outcome(s) or impact on the ABE participants? Do the objective(s) show:

____ How many participants? (3 points)

____ What is going to be done? (9 points)

____ When is it going to be done? (5 points)

____ How is it going to be measured? (6 points)

Activities to Achieve Objective(s) (10 points)
Do the activities and/or methods to be used show planning?

____ What activities and/or methods will be used? (6 points)

____ Who will do it? (2 points)

____ How much time will be required? (2 points)

Evaluation (15 points)
Is there a clear plan of evaluation? Are there objective measures of participant success or failure? Does the plan indicate what data or information will be collected? Who will collect the data? Are the units of participant progress quantifiable?

____ Is there a plan for evaluation? (3 points)

____ Does the plan indicate who will collect the data? (2 points)

____ Does the evaluation relate to the objectives? (5 points)

____ Are the units of measure quantifiable? (5 points)

Outreach (10 points)
Is there a plan to advertise the services of the ABE Center? Is there a variety of formal and informal methods used to inform the public? Is there greater effort to serve the lowest academic level adults?

____ Variety of methods to inform the public about ABE services? (5 points)

____ Greater emphasis is demonstrated to inform the least literate within the service area. (5 points)

Budget and Budget Narrative (20 points)
Does the budget narrative clearly relate to the objectives and activities? Is the source of the match specified? Does the budget reflect the population density of the ABE service area? Do the travel costs reflect the need of satellite programs? Is the instructor-to-student ratio appropriate for the location? Does the budget reflect local fiscal effort? Formula--The federal and/or state budget request plus match divided by the amount one mill will raise multiplied by the Adult Education mill levy.

____ Is there a clear relationship between activities and the budget items? (5 points)

____ Is the amount and source of local match identified? (3 points)

____ Are the educational needs reflected in the budget? (2 points)

____ What is the local fiscal effort? Rank order the applicant scores--upper quartile 10 points; middle half 5 points; lower quartile 1 point.

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, Montana

Part C
Adult Basic Education - State
BUDGET
For Fiscal Year Ending June 30, 19___

☐ Elementary District ☐ High School Dist.

☐ Community College ☐ Other

Estimated Project Cost:

Description	Budget Item	Local Matching Funds	State Funds	TOTAL Funds
A. Personal Services	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX
Salaries	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX
(1) Administrative Salaries	17-4-24-111			XXXXXXXXX
(2) Secretarial Salaries	17-4-10-115			XXXXXXXXX
(3) Recruiter Salaries	17-4-21-110			XXXXXXXXX
(4) Instructional Salaries	17-4-10-112			XXXXXXXXX
(5) Other Instructional Salaries	17-4-10-117			XXXXXXXXX
(6) Counselor Salaries	17-4-21-110			XXXXXXXXX
(7) Custodian Salaries	17-4-20-114			XXXXXXXXX
Total Salaries (Items 1-7)	XXXXXXXXXXX			
Benefits	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX
(8) Social Security (Employ.Contrib)	17-4-00-210			XXXXXXXXX
(9) Teachrs Retrmnt (Employ.Contrib)	17-4-00-220			XXXXXXXXX
(10) Pub.Employee Ret (Employ.Contrib)	17-4-00-230			XXXXXXXXX
(11) Unemployment Compensation	17-4-00-240			XXXXXXXXX
(12) Insurance Health	17-4-10-260			XXXXXXXXX
Total Benefits (Items 8-12)	XXXXXXXXXXX			
	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX
Total Pers. Serv.--Salaries+Benefits	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	
B. Supplies	17-4-10-610			
C. New Minor Equipment	17-4-10-660			
D. Instructional	17-4-10-580			
E. Printing for Recruiting	17-4-10-550			
F. Advertising	17-4-10-540			
G. Other Supplies & Expenses	17-4-10-600			
H. Heat	17-4-26-410			
I. Utilities (Except heat)	17-4-26-420			
J. Major Equipment	17-4-10-730			
P. Local Matching Funds Expended			XXXXXXXXXXX	XXXXXXXXX
(% of Total Project Cost (Refer Line S)			XXXXXXXXXXX	XXXXXXXXX
		XXXXXXXXXXX		XXXXXXXXX
Q. Total State Funds Requested		XXXXXXXXXXX		XXXXXXXXX
		XXXXXXXXXXX	XXXXXXXXXXX	
S. Total Project Cost (Total matching funds plus Total of all state funds (Lines P + Q)		XXXXXXXXXXX	XXXXXXXXXXX	
		XXXXXXXXXXX	XXXXXXXXXXX	

11a. Estimated cost per pupil
(Estimated total project cost ÷ Projected Enrollment) $_____

11b. Estimated cost per instructional hour
(Total cost ÷ Number of hours of instruction) $_____

11c. Estimated cost per pupil hour of instruction
(Cost per instructional hour ÷ Number of students in class) $_____

OPI Use Project No. _____ Yellow Rev. 2/89

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, Montana

BUDGET
Part C
Adult Basic Education - Federal
For Fiscal Year Ending June 30, 19___

☐ Elementary District ☐ High School Dist. ☐ Community College

☐ Other (Specify)_____ Applicant:_____

Estimated Project Cost:

Description	Budget Item	Matching Funds	Federal Funds	TOTAL
A. Personal Services	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX
Salaries	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX
(1) Recruiter Salaries	15-4-21-110			XXXXXXXXX
(2) Instructional Salaries	15-4-10-112			XXXXXXXXX
(3) Other Instructional Sal.	15-4-10-117			XXXXXXXXX
(4) Counselor Salaries	15-4-21-110			XXXXXXXXX
(5) Custodian Salaries	15-4-26-114			XXXXXXXXX
Total Salaries (Items 1-5)	XXXXXXXXXXX			
Benefits	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX
(6) Soc. Security (Empl.Contrib)	15-4-00-210			XXXXXXXXX
(7) Teach. Retiremt (Employ Contrib)	15-4-00-220			XXXXXXXXX
(8) Pub.Employ Retire(Employ Contrib)	15-4-00-230			XXXXXXXXX
(9) Unemployment Compensation	15-4-00-240			XXXXXXXXX
(10) Insurance Health	15-4-10-260			XXXXXXXXX
Total Benefits (Items 6-10)	XXXXXXXXXXX			
	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX
Total Pers. Serv.--Salaries+Benefits	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXXX	
B. Supplies	15-4-10-610			
C. New Minor Equipment	15-4-10-660			
D. Instructional Travel	15-4-10-580			
E. Printing for Recruiting	15-4-10-550			
F. Advertising	15-4-10-540			
G. Other Supplies & Expenses	15-4-10-600			
H. Major Equipment	15-4-10-730			
N. Total Matching Funds			XXXXXXXXXXXX	XXXXXXXXX
			XXXXXXXXXXXX	XXXXXXXXX
% of Total Project Cost (Refer Line R)			XXXXXXXXXXXX	XXXXXXXXX
			XXXXXXXXXXXX	XXXXXXXXX
O. Total Project Federal Funds				XXXXXXXXX
P. Restricted Indirect Cost Rate: % x Federal Fund Total =				
				XXXXXXXXX
Q. Total Federal Funds (Total of Line O and P)				XXXXXXXXX
			XXXXXXXXXXXX	
R. Total Project Cost (Total Matching Funds and Total Fed.Funds)			XXXXXXXXXXXX	

12a. Estimated cost per pupil $_____
(Estimated total project cost ÷ Projected Enrollment)

12b. Estimated cost per instructional hour $_____
(Total cost ÷ Number of hours of instruction)

12c. Estimated cost per pupil hour of instruction $_____
(Cost per instructional hour ÷ Number of students in class)

OPI Use Project No. _____ Green Rev. 2/89